

week 36:	bullying is not okay!
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Although this 90 minute program is not very detailed and is by no means an in-depth solution, it will give some insight into the matter – both for bullying and cyberbullying. It is not intended to solve the problem overnight rather to create the awareness and hopefully encourage the Cubs to recognise a bullying situation and/or think twice before doing anything potentially harmful to another!

Before each game, some discussion is required and some pointers are included below.

Games:

1. **RECOGNISE** bullying behaviour. Know the definition of bullying.
Ask yourself these questions to help you decide:

- Is it unfair? Does one person have more power?
- Was it done on purpose to hurt someone?
- Has it happened more than once?

REFUSE to be bullied. Ask yourself “Is it safe for me to speak out assertively?”
If it is safe to speak out:

- Stay calm.
- Use “I-messages” to tell them to stop.
- Then walk away.

You could also:

- Ignore the behaviour.
- Stay away from the person doing the bullying.
- Find another, safe place to play.
- Stay with others or near an adult.

REPORT bullying behaviour. Tell an adult immediately if:

- Someone is unsafe.
- Refusing doesn’t work and the bullying continues.
- You are not sure what to do.

Active: Remembering the Three R’s (Recognise, Refuse, Report)

Cubs run around the playing area. When the leader blows the whistle he/she will shout out one of the 3 R’s. Cubs must run to the respective area that has been designated for that R (similar to North, South, East, and West).

2. **How to deal with a bully:**

- **Stay calm:** try not to show emotion. Do not respond to the bullying by crying or yelling or even looking upset. The bully is trying to get you to react. That is what makes them powerful.
- **Ignore it:** don’t fight back even with words. This makes the situation worse and you could get hurt or get in trouble for your behaviour. Simply pretend you don’t hear, keep walking or continue what you are doing.
- **Say no (be assertive):** if you don’t like what someone is doing, use a calm clear voice to tell them to stop. Do not yell at them. If it is the first time, use an “I-

message" such as "I don't like it when please stop." If it has happened before you may have to be more assertive and say "Stop it. That's bullying and it is not okay". Remember to stay calm and do not yell.

- **Walk away:** it is difficult for people to bully you if you are not standing still, listening to them. You can walk away in order to ignore the bullying behaviour; walk away after being assertive and saying "no", or walk away to get adult help.
- **Tell an adult:** people who use bullying behaviour think they can get away with their actions because they believe you will not tell anyone. Adults can help you figure out what to do, listen to how you're feeling or deal with the person doing the bullying. You can talk to an adult about what you would like them to do to help you.

Relay: Bully behaviour

Cubs in relay formation. Each Six to have a set of "How to deal with a bully" cards. Cubs run up, turn over a card and decide whether this would be appropriate behaviour in dealing with a bully. Once everyone has had a turn and all cards are turned over, each team could be awarded bones as an incentive for good work. Possible cards (make some up of your own):

**Stay
Calm**

**Ignore
It**

**Say
NO**

**Walk
Away**

**Tell an
adult**

**Give him
a sweet**

**Be his
friend**

**Invite
him
home**

**Laugh at
him**

**Hold his
hand**

3. **Steps to be assertive:**

- Stand tall
- Look at the persons face
- Use a clear strong voice
- Speak respectfully
- Say the person's name
- Say what they are doing
- Tell them you don't like it
- Tell them to stop

4. **Circle:** Beat the bully

Cubs stand in a circle. Leader introduces a tennis ball and throws to a Cub who must say out loud one way to be assertive. That Cub then throws the ball to another Cub who also must give one way of being assertive. Carry on until everyone has had a turn and they have these tips in their head.

5. **Quiet:** Puzzled!

First, prepare the puzzles by finding relevant pictures and cut them up into the same number of pieces – one puzzle per Six.

There are different ways to play this game – wide game or quiet game:

- One puzzle per Six and it can be colour coded. Each Six needs to go on a Scavenger Hunt to find the different pieces and put the puzzle together.
- The puzzles can just be given to the Cubs to complete in Sixes.

Once the puzzles have been completed, the Cubs can come up with a story as to what is happening in the picture.

Do a search on clipart pictures showing bullying and you will get a variety to use for the puzzles. Print onto card so that the puzzles can be reused.

Possible site: <http://www.pacer.org/bullying/resources/toolkits/activities/coloring-book.asp>

6. **Obstacle course:** Are you prepared?

In life there will always be some sort of obstacle that hinders our path. If we are prepared and know how to handle the situation, we will be okay!

An obstacle course is set up with chairs, drums, boxes, etc. for the Cubs to climb over and under, etc. However, wandering around the course are some "bullies" who are going to try and bully the Cubs. Also have a "friend" (leader or helper) walking around who can help out if need be.

7. **Team:** Be my friend (ladders)

Cubs sit in two rows with feet touching each other. Cubs are numbered from 1 to n. On go, a number is called. Both numbers jump up, run down the ladder on the inside and back on the outside and again to the seat on the inside. First to sit gets a point.

It is important that Cubs are observant and notice when things are not right ... they need to be able to hear when someone needs help as well as see when help is required – Cubs also need to be able to tell adults clearly what has happened if a situation arises

Sense Training:

1. **Sound:** Hearing Kim

Games module: page 58

2. **Sight:** Shoes

Games module: page 61

Yarn:

Billy the Class Bully

In Elmwood Elementary School there was a boy named Billy who was Mrs. Wilson's class Bully. He caused so much trouble in her class that she found it hard to teach class. He would push kids. Not only in the classroom, but on the playground. He would take their lunches and sometimes even call them names.

Billy had no friends. Until one day a new boy named Richard came to Elmwood. Billy started right off pushing Richard around. But, the more he tried to make Richard mad, the more Richard would talk to him and tell him that he just wanted to be his friend. He said "Why do you always try to make kids not like you? We could be good friends."

Billy started thinking. He said "Maybe we COULD be friends. OK, let's try it. We could eat lunch together." So that's what they did. After school they walked home together. They found out that they lived close to each other.

So from that day on Billy and Richard were best friends. Billy also made other friends because of his friendship with Richard. He found that being a friend made him a lot happier than being a Bully.

Craft/Activity:

1. **Activity:** Toothpaste Teller

Each Six is given a tube of toothpaste (or similar). They all take a turn to squirt some toothpaste out of the tube until there is a big pile on a paper plate. Leader then asks everyone to please try and put it all back into the tube (give a few minutes). Explain that once the toothpaste is out of the tube, it cannot be put back – just like our words. Once a horrible word comes out of our mouth and goes into someone else's ears, it cannot be taken back. Go on to explain that for every "put me down" a human hears, they must hear 10 "pull me ups" to get back to where they were. So remember next time you think about giving a "put down" – screw your lid on tightly to your toothpaste tube!



2. **Handcraft:** Wrinkled Hearts



Each Cub is given a piece of coloured paper. The Cubs are to cut out a heart and then once cut out, they must crumple it up. They then stick the heart onto a piece of paper. Once the wrinkled heart is stuck down, they are to write (or give out already printed wording) to stick underneath the hearts:

**Before you speak
Think and be smart
It is hard to fix
A wrinkled heart**

Singing/Play Acting:

1. **Poem:** No Bully by Nikki Aksamit

A bully is a boy or girl
Who makes you feel bad
Who says things or does things
That makes you feel sad

A bully may laugh
When you make a mistake
Or call you mean names
Push you, shove you or shake

What do you do
If you are bullied today?
You must try to stay calm
And just walk away

Go and tell a grown up
They will know what to do
Teachers and parents
Are there to help you

What if you see a bully
Pick on a friend
How do you make
The mean-ness come to an end

Tell the bully to stop
Take your friend by the hand
Go find a grown up
They will understand

School is a safe place
To learn, grow and play
If you speak up and stand up
Bullies can't ruin the day!

2. **Playacting:** Cyberbullying
(With thanks to The Scout Association England)

Young people use technology in many areas of their lives and need to learn how to be safe and civil. Unlike traditional bullying, cyberbullying does not stop when a young person leaves school or gets home; with mobile phones, social networking sites and games consoles, the bullying continues, even in the privacy of their bedroom.

Resources needed:

- Celebrity pictures.
- Post-box (use any box – shoe box or copier paper box – made to look like a post-box).
- Paper, scissors, pencils.

Give each Cub a strip of paper and ask them to write a nasty message about someone imaginary on it and “post” it in the post box. Ask them not to put their name on it so that they are anonymous messages.

Picture perfect:

This is an active game that uses celebrities and characters the Cubs know of to help them think about role models. Make sure they understand “role model” and then use the images that the Cubs can identify with. Show the Cubs one image at a time, asking them to choose whether the person or character is a bad or good role model. The Cubs need to move to the area of the hall that you have demarcated as such. Make it fun by asking them to hop or crawl, etc. Take some time between showing them each picture to ask a couple of questions as to why they think that character is good/bad role model.

Discussion activity:

With the Cubs all together, show the first image and find out what the Cubs know about this person/character. Are they a good or bad role model? Now pick up the post box. Explain that this represents an in-box and the messages inside are all e-mails. Ask them to think briefly about where you might get emails like that. Is it just on a computer? Ask the Cubs what other social networking sites they know.

Now read out one of the comments from the in-box and ask “How would the celebrity feel if they received a message like this?”

Allow the Cubs to share by getting the person who wants to share to take the picture of the character and stand in front of everyone, pretending that they are the celebrity and acting out in words and/or actions how that person may feel and react.

Allow a few of the Cubs to share how the celebrity might react before reading out a new comment.

When you have explored how each of the three celebrities might react, ask the Cubs to think about:

- How would you feel if you received any of these comments?
- Is it different if you know whom it is from?

Take action:

As a group, write or review your anti-bullying code. Try to include:

- Your definition of cyberbullying.
- What to do if you see cyberbullying.

- Where cyberbullying can happen.
- How can you look out for others online.

Now that the Cubs are more aware of Bullying and Cyberbullying, they can take a pledge never to bully anyone.

Advancement covered:

Silver Wolf:

None – the whole program is designed to create awareness of bullying – although not part of the Silver trail, it is a good introduction to the topic which can be reinforced when the Cub is a bit older.

Gold Wolf:

Personal Safety: Cyberbullying and discuss the implications of posting/texting negative content.

Some sites you can look at for more information:

<http://www.stopbullying.gov/kids/>

Playacting ideas:

<http://www.pacer.org/bullying/resources/toolkits/activities/stick-puppet.asp>